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ABSTRACT

As a means of assessing junior and community college teacher-training programs in the United States, the author visited selected universities in Illinois, Missouri, Texas, Louisiana, Florida, New York, California, and Nebraska in 1971. She also met with State and District Junior College Boards in several states. Most of the information was obtained through visits and interviews. Program descriptions are categorized by state, and provide a very brief overview of the training curricula at particular institutions. There appears to be a strong movement towards emphasis on professional training for community college teachers. Direct community college experience is also encouraged as opposed to the past practice of hiring community college faculty from the ranks of high school teachers. The master's degree was seen to be the minimum requriement for community college teaching, and the ability to teach one or two related fields was determined to be highly desirable. Recommendations are made for courses that would be beneficial to the aspiring community college instructor as well as useful as guidelines for a community college teacher-training program. (Author/AH)

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A STUDY OF COMMUNITY COLLEGE TEACHER-TRAINING PROGRAMS IN SELECTED UNIVERSITIES

By

Marion L. Gilbert

Central Michigan University
Mount Pleasant, Michigan
1971

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INTRODUCTION

The purpose of this study, as stated in my application for a leave of absence, was "to investigate junior and community college teacher-training programs in selected universities of the United States." For reasons of convenience and economy, the states visited were limited to Illinois, Missouri, Texas, Louisiana, Florida, New York, California and Nebraska. The eastern part of the trip also included attendance at the American Association of Junior Colleges' convention in Washington, D. C.

The Universities were selected as a result of a study of catalogs and literature indicating various programs for community college teacher preparation. Time and expense also limited the number of universities and junior colleges that could be contacted. State and District Junior College Boards proved extremely informative in Illinois, New York, and Los Angeles.

A review of literature available in the Central Michigan University Park Library Education Resources Information Center (ERIC) file showed that many programs were being financed through grants for limited periods of time. The Community College Cooperative Internship Program (formerly entitled "Ford Occupational Instructor Project") was a shared program of the Junior College District of St. Louis-St. Louis County (Missouri) and Southern Illinois University, and was designed for the preparation of teachers for community colleges and other post-secondary institutions. This joint project was partly supported by the Ford Foundation. It seemed especially well planned and in its fifth year of operation, so I decided to begin my tour with Illinois, and then to investigate the program in St. Louis.

Although considerable information concerning junior and community colleges

was obtained directly through visits and interviews, most of it will not be discussed in this report, since it does not pertain directly to community college teacher training.

I also visited British Honduras, and learned much about education in that very poor country. Teacher preparation there is comparable to that of the United States at about the turn of the century, but the curriculum in the elementary and secondary schools is broader, and special education is emphasized. Junior college students at St. John's College in Belise are trained to obtain scholarships in order to transfer to universities primarily in Canada, England and the United States. Although some secondary schools are called "colleges," St. John's is the only school offering college level work in British Honduras. Nothing further concerning Belise schools will be included in this report.

ILLINOIS

At the Springfield, Illinois offices of the Illinois Junior College Board I talked with the Executive Secretary, Fred Wellman, and an Associate Secretary, Robert Darnes. Wellman briefly discussed teacher training programs in Illinois, and pointed out that Roosevelt University, Illinois State University, and Southern Illinois University have grants; and that the University of Illinois and Northern Illinois also have programs.

Darnes then gave me more specific information on the Board's position on teachers' qualifications and preparation. A committee of the Board had suggested the following qualifications for junior college teachers. Each teacher of an academic subject should hold a master's degree with a graduate major in his teaching field. Teachers of non-credit courses and vocational-technical fields need not meet this requirement, but should meet a standard of competency based on training and experience. It was recommended that each fulltime faculty member should have completed at least one course on the junior college. Additional education courses recommended were: adolescent psychology, educational philosophy and fundamentals of curriculum. Professional teaching skills might come from an understanding of junior college philosophy, theories of learning processes, principles of tests and measurements, and principles of guidance and counseling of older adolescents and adults.

Several Illinois Universities have attempted to develop six year programs for

administrators in junior colleges, but none has developed a sixth year program covering all subject areas specifically designed for junior college instructors although there has been considerable talk and discussion on this topic.

Darnes said that Illinois is facing a curtailment or lack of additional funds for higher education. Junior colleges are not looking for applicants with earned doctorates, partly because of limited budgets, but also because these applicants are overtrained and over-specialized for the job.

Darnes felt that the person who will be in highest demand will have a bachelor's degree in a teaching field followed by a master's degree in the same teaching field, plus several selected courses in his subject field beyond the master's degree. He will take selected courses in professional education followed by an internship on a junior college campus. He will hold his first job on a junior college campus at about age 23-24.

Darnes suggested that the reason senior institutions have not developed this type of junior college training program is: (1) There is professional jealousy on many university campuses between the professional school of education and other professional schools within the university. (2) Colleges that offer the doctorate do not want to offer a program below the doctorate for fear that it will jeapardize the doctoral program. (3) Institutions which do not offer the doctorate are afraid a sixth year program may retard the opportunities for obtaining authority and funds to offer the earned doctorate.

Darnes was also chairman of the Illinois Council on Articulation, and was working on the performance of transfer students within Illinois institutions of higher learning. He claimed that Illinois was the most advanced in articulation in the United States.

While in Springfield, I visited Lakeland Community College. It was housed in temporary cottage-type buildings, but was soon to be moved to an entirely new campus. They were not involved in an internship program for teachers.

I had planned to visit the Illinois State University at Carbondale, but travel connections were very poor. I telephoned Donald J. Tolle, Associate Director of the Community College Cooperative Internship Program at St. Louis, Missouri, but whose office is on the ISU campus.

The Department of Higher Education, Southern Illinois University at Carbondale, offers a Master of Science in Education Degree Program with empahsis on community or junior college teaching. The program was designed to provide a combination of graduate work in a teaching field, appropriate professional courses, and an internship in a junior college. However, the internship was available only to participants in the Community College Cooperative Internship Program at St. Louis, Missouri. Others must take course work in higher education in lieu of the internship. For admission to the program a student must have a grade point average of at least 3.7 for unconditional acceptance.

Tolle suggested that I visit the Edwardsville compus of Southern Illinois University where the academic part of the Community Cooperative Internship Program was being supplied.

Henry Boss at Southern Illinois University, Edwardsville explained that the reason for their tie with St. Louis was the national recognition that President Cosand of the St. Louis Junior Colleges had received for his dynamic program there.

Interns on the Community College Cooperative Internship Program obtained a Master of Science in whatever track they selected. They spent one semester on a St. Louis campus as interns where they taught half time with cooperating professors. Edwardsville was close enough for them to commute to Southern Illinois University for additional course work.

Boss said that Southern Illinois University had applied for a Ph. D. in the instructional process, but that he felt they had about a 50-50 chance of its being approved by the state board. He said that many presidents and deans in Illinois believe that a specialist degree, with a strong major in a subject field and a strong minor in pedagogy, is desirable.

Don Goodwin, also at Southern Illinois University, said he had visited sixty junior colleges in a number of states including Michigan, Florida, Texas, Pennsylvania and North Carolina. When asked, "What do you look for when you hire teachers?" most of them "laughed at" the Doctor of Arts Degree in Junior College Teaching. They claimed that the Specialist degree was enough preparation to become a chairman of a department. In Illinois, many teachers have a Master's degree plus thirty hours for which a certificate is given. Southern Illinois University offers a Specialist degree but no certificate. Goodwin pointed out that if a university offers both a Doctorate and a Specialist degree, students who cannot achieve the Doctorate may fall back on the Specialist program, thus giving the Specialist degree an inferior rating. However, he said that Peabody

offers a Specialist degree. He said that Indiana junior colleges hire many Southern Illinois Specialists, and that others do too.

MISSOURI

In St. Louis, Missouri, Charles Hill, Director of the Community College Cooperative Internship Program, was faced with the problem of obtaining funds for continuing the program another year. The Ford Foundation would no longer support it, nor could the St. Louis Junior College District afford to do so. An application for federal funding had just been rejected.

The most obvious goals of the project had been to prepare teachers for two-year post high school occupational programs, and to increase the supply of teachers for these programs. The project was generally considered to have been successful, and vocationally trained teachers were still in demand.

Hill outlined the internship program as follows:

	Credit (quarter hours)
Courses in the teaching field	29 (to 31)
The Community Junior College	4
Principles and Philosophy of Industrial, Vocational and Technical Education	3
Internship: College Teaching	12
Research Paper	0 (to 5)
Total	48

The one-semester JCD-SIU internship consisted essentially of two parts. The first was teaching, in which an intern was assigned to one of the three colleges in the Junior College District of St. Louis and St. Louis County to teach

40% of the normal full-time faculty load (usually 2 classes) under the direction of a supervising teacher in the intern's discipline. The second part of the internship program involved helping the intern to get a broader understanding of the comprehensive community college. The intern was given responsibility in his junior college class. He also visited as many classes and teachers in his own field as he could, both on his own and other campuses in St. Louis. He noted differences in course outlines, texts and methods. He also visited teachers outside his own discipline in order to eliminate bias. He was expected to attend conferences and other meetings. The intern was asked to critique the program and to make audio and video tapes of his own instruction for critical analysis.

An interim report to the Ford Foundation in 1968 showed that the program had originally been open to graduate students at Southern Illinois University and graduates of two-year colleges who had majored in occupational areas. The second year it was expanded to include elligible graduates from two-year college academic areas for the three-year master's degree program. The directors had been having some difficulty recruiting students for the programs at that time. However, Hill seemed very well pleased with later developments. There were 27 interns in the fall of 1970. Interns received a stipend from the Ford Foundation, and some of them also held assistantships in their major departments at Southern Illinois University.

Supervisors were released from 20% of their usual teaching loads, but were not paid extra for supervision of interns.

The community colleges that I visited in Dallas were not taking part in training teachers. However, Mr. Witherspoon, community services department, El Centro, told me that interns do come from the administration program at the University of Texas at Austin.

Dwane Kingery, Dean of the College of Education, North Texas State University, told me that North Texas had had a major in college teaching since 1951. A Doctor of Education program was designed for college teachers. Since a Master's degree or equivalent is required for junior college teaching, they build on this for the Doctorate.

Kingery said their main concerns in the junior college teaching program were: (1) to recognize students as people, (2) to know learning theories, (3) to learn models of instruction, and (4) to improve knowledge in a discipline (outside of the College of Education).

J. D. Mathews, Chairman of the Division of Higher Education at North Texas, said their Doctoral program for college teachers was about half in the discipline and half in teaching. He said that prospective junior college teachers needed to know: (1) a broad curriculum, (2) the strategies of teaching, (3) learning theories, (4) the community college, and (5) the students.

Their Doctoral program in college teaching also prepares teachers for four year schools. In their catalog, no distinction was made between programs for two-year and four-year college teachers.

LOUISIANA

When I contacted the Department of Education at the Louisiana State University, New Orleans, the Assistant Director, Mrs. Foot, told me they only had two public junior colleges, and didn't feel that this number warranted having a special program for training junior college teachers. She said that they planned to offer a Ph. D. in Education in the fall, but not in junior college teaching. She referred me to the University of Mississippi for their outstanding junior college teacher training program.

FLORIDA

Florida State University offers an interdepartmental, 48 quarter-hour, non-thesis Master's degree program for junior college instructors. A minimum of 27 quarter hours of graduate level course credit in the teaching field is required. The amount of undergraduate preparation required to qualify for graduate study in an academic field varies among departments, but generally it is the equivalent of an undergraduate major.

Each candidate for this degree has two faculty advisors, one from the department of his major field, who serves as major professor, and the other from the field of junior college education, who serves as minor professor, advises in the selection of professional course work and coordinates the program. A comprehensive written and/or oral examination is administered when the candidate nears successful completion of the course work. The degree is designated as a "Master of Arts or Master of Science in Junior College Instruction: History (or othermajor field)."

Admission to the program required a grade average of "B" in the undergraduate major and related subjects, and a scaled score of 900 or more on the combined verbal aptitude and quantitative aptitude portions of the Graduate Record Examination. It is possible, but not recommended, to enter as a "Special Student" and take the examination later.

R. E. Schultz was chairman of a university-wide committee for the preparation of community college teachers. He told me that he was the only member from the Department of Higher Education. The other members

came from the various subject matter areas. There were about 100 students enrolled at any one time in the university wide community college teaching program. Any department could participate, and a student received his degree from his academic department. Each student took a minor in education, and someone from the Department of Higher Education was on his supervisory committee. Schultz seemed to be on all of the committees and coordinated the programs. Admission to this program was based on the approval of both the student's academic department and the Department of Higher Education.

The Southern Accrediting Association demanded that a faculty member in a junior college have a major in his primary teaching field, and ten semester hours in education. This ruling was primarily intended for non-certified students. Those with a teaching certificate might take a thesis program and still obtain a Florida Junior College Teacher's Certificate. The certificate was issued with a deficiency until the person had taught two years.

Students on the Florida State University Junior College program took the following education courses: The Community College, College Teaching and Student Teaching in the Community College. If an academic deaprtment had a special teaching program, it substituted for certain education courses.

The F.S.U. internship was given at Talahassee Community College. A student taught one course for one quarter under one instructor. The supervising teacher received a waiver of fee certificate from Florida State which permited him to enroll for one semester without paying fees.

Schultz said that Technical University in Orlando, Atlantic University in Boca Raton, and Miami University (a private university in Coral Gables) also had junior college teacher training programs.

At the University of Florida, Gainesville, I talked with Harmon Fowler, coordinator of vocational technical and adult education programs. He explained that the University offered a Master of Arts degree through the College of Arts and Sciences and a Master of Arts in Education through the College of Education. The University had a committee working out a core curriculum to be taken regardless of which college a student was in. There was no Department of Higher Education. They have a screening committee of three or four faculty members to decide on admission of students.

Al Smith, Coordinator of the junior college teaching program, was new at the University of Florida. He was especially interested in a micro-teaching laboratory they had developed for training junior college teachers. Smith wanted to get into micro-teaching in the community college practicum, and he would like to have had a work shop for both interns and staff; but the main problem in taping in the classroom was the difficulty of recording the sound.

At the University they had created a small studio area with flats covered with drapery material to trap and deaden sound. This worked well for individual practice, but it would have been difficult to bring in junior college classes to achieve reality.

Smith introduced me to Sharp, who was director of the micro-teaching

laboratory. Sharp said that definite periods of time needed to be budgeted for the laboratory. They had twenty people grouped into four teams that operated classes for micro-teaching in the laboratory.

Smith said that there is a need to develop materials for college teaching separate from elementary or secondary levels. He said that the University of California at Berkeley has a teacher preparation program in which materials are presented completely auto-instructionally. For example, it takes about thirteen days to learn to ask questions of the analytical type. Knowledge input is done by means of films.

The University of Florida interns were placed in either the university or the local junior college. The University didn't pay the college or cooperating teachers for their contribution to the program.

Edison Junior College in Fort Meyers, Florida, was my next stop. David Robinson, President of the College, told me that he tried to hire teachers with junior college experience. He said they had tried taking people from high schools and universities, but this was not satisfactory. He preferred teachers from an academic program with junior college preparation, because he doesn't have time to orient teachers. He said it is better for prospective teachers to come to the college for interviews than to just send a written application. They should request "to talk to you about a position, and to see your college".

Robinson said that internships should be for a full semester, and he criticized North Texas University for having too limited time for internships.

He felt that internships give a good basis for hiring teachers, and offered to take an intern from Central Michigan University in administration if it could be arranged.

Edison Junior College has never had interns, but it does have para-professionals in reading and science laboratories. These teachers are Edison graduates who work with slow students and with auto-tutorial programs.

Robinson praised the State's program for subsidizing staff development, and permitting teachers to go for refresher courses or to try new ideas.

Edison Junior College had disadvantaged students, and many dropped out. In order to reduce the number of dropouts, the administration had developed a students' dynamic seminar room with a few chairs, and pillows on the floor. About twenty students were working here with a counselor. They used an encounter approach, and learned to understand themselves. The number of dropouts had decreased. Ninety-five per cent of the students who took the seminar showed grade improvement.

Edison did not have racial problems; however, the freaks, the straights and the blacks each had an area in the lounge where they always congregated. Every Wednesday the president of the student body invited ten students, five faculty and five administrators to meet for problem discussions. Once a month students and teachers had a "rap" session for constructive criticism. Rapport was good.

I visited the University of Miami because they were offering a Diplomate in Collegiate Teaching (D.C.T.) which, they claimed included a higher degree of academic knowledge than the Master of Arts in Junior College Teaching or the Education Specialist, and a greater emphasis on teaching than the Ph.D. It was a liberal arts degree with a teaching approach, and did not require exclusive concentration in a single field of specialization, nor that all work be done on the graduate level.

The curriculum for the Diploma in Collegiate Teaching consisted of sixty semester hours credit beyond the Bachelor's Degree. This included forty-eight credits distributed between the student's major discipline and related fields of interest, and twelve credits in professional education courses developed for this program. It emphasized a breadth of course work in related fields as well as depth in a single discipline. All of the course work in the major field (e.g. biology) was on the graduate level. A considerable portion of the work in related fields (e.g. chemistry and physics) might be at the undergraduate level.

In the area of professional education, the student was required to take the following courses: The Nature of the College Student(2 credits), The Nature of Collegiate Instruction (2 credits), The American Community College Program (2 credits), and Internship in Community College Teaching (6 credits).

The internship offered observation and supervised teaching in a liberal arts or junior college. The student spent half a day for the full semester

participating in all of the activities of college teaching under the guidance of a supervisor from the University and a directing teacher from the college. Included was a seminar held under university supervision once a week.

Three faculty advisory panels - one each in the arts and humanities, the social sciences, and the natural sciences - had been constituted by the University with a representative from each department or program in the academic area, plus a representative from the School of Education. Each applicant's file was reviewed by the faculty panel which included a representative from his major field. The director of the program sat on all panels.

The director, M.A.F. Ritchie, was one of the primary contact and guidance persons for the degree candidates. He reviewed the record of all applicants, enforced admission policies, arranged for and worked with the advisory panels, and placed students in teaching positions, maintained contacts with liberal arts and junior colleges, was available for personal counseling of students, aided in placement after the degree was awarded, conducted the program of evaluation and follow-up, and generally facilitated administration of the program.

Richie was also teaching "The Nature of College Teaching". He described the courses on the program and supplied me with course outlines. He said he had been placing student teachers primarily on the campuses of

Miami-Dade Junior College. No pay was given to the college or cooperating teachers, but each teacher was given free tuition for two graduate courses at the University of Miami. Ritchie admitted that this type of compensation did not attract college teachers who were working on degrees elsewhere.

Ritchie arranged for me to visit the South Campus of Miami-Dade Junior College. Mildred Bain, Dean of Instruction at Miami-Dade was in conference with two faculty members, but they interrupted their meeting to talk with me. They had been discussing curriculum improvement, so our conversation continued on this topic. They indicated a need for clear objectives, management, social understanding (group dynamics) and philosophy.

Assistant Dean Young took me on a tour of the college, and then introduced me to Heckman, Director of Natural Sciences, and Williams, Director of Career Programs. These men had been brought together to explain their programs and teacher requirements to me. No interns had been placed in the college that semester.

They told me that the Southern Accrediting Association recommended that, out of every five teachers hired, the ratio should be: one with a Doctorate; one with at least 45 credit hours beyond the Master's degree; one with 30 hours beyond; one with 15 hours beyond; and one with a Master's degree. However, because of financial pressure and the fact that many of the faculty were obtaining advanced degrees, the college was concentrating on hiring people with only the Master's.

They said that they needed teachers who had a broad, generalized background - interdisciplinary people (e.g. those trained in social science and ecology). They preferred teachers about age twenty-two to twenty-three, with a strong major and two cognates. They felt that teachers should be trained in testing, community college teaching, and human growth and development.

Nick Rider, Director of Humanities, whom I met later, was especially interested in new approaches for teaching English composition. He said that he wanted to hire teachers with 15-30 hours beyond the Master's degree. He preferred people with junior college teaching experience, but would consider those with no more than five years of experience in high school or university. He felt that teaching too long at one level made teachers too set and inflexible. He emphasized that a teacher should be a manager of learning, not lecturing. He said that students are visually oriented and too sophisticated to put up with constant lecturing. Teachers should know their subject matter and have a broad enough perspective on the world to make it relevant. He thought a course in philosophy might be good preparation for teaching English.

THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES
1971 CONVENTION IN WASHINGTON, D.C.

I had arranged the eastern part of my tour so that I would be in Washington for the American Association of Junior Colleges' National Convention. The section for university faculty, engaged in training junior college personnel, discussed teacher training as one of its topics. It was pointed out that the universities most active in training faculty are found in areas where there are the most community colleges. This training has been primarily for administrators, because in most states a Master's degree is a licensing basis for teaching in the community colleges. However, an increasing number of universities are now taking steps toward developing new programs for the training of community college teachers. In some instances, universities have sought and used community college personnel in their training programs, and there has been increased interest in internships for both teaching and administration.

Roger Garrison asked, "How much specific attention is being paid to preparing teachers for remedial work?" He said that we didn't want traditionally trained teachers, but that teachers should know what junior college is all about, and that we should have an interdisciplinary approach to education. Garrison, who is an English professor, said that a teacher could learn to teach 150 students as effectively as 20, and that he should learn about handling individual differences.

John Roueche from the University of Texas stressed that teachers must be accountable for student learning. "When two-thirds of the students come from lower economic levels, you can't use a curve in grading. The student must compete with himself. Since he can't learn from failure, he must be given individual attention and goals."

It was suggested that emphasis be placed on performance, with freedom to discard the unworkable. One speaker insisted that 90% of all students could do 'A' work, and that teachers must learn to put emphasis on the product rather than the process.

It was reported that The University of Virginia required student teachers to take a community college practicum for two consecutive quarters. These student teachers had their students evaluate them.

The most interesting and unusual teacher preparation program mentioned was briefly described by Carl L. Heinrich, Director of Community College Education, Kansas State Teachers College, Emporia, Kansas. I arranged a private interview with Heinrich after the meeting. He had developed a plan for a Community College Education Center which stressed cooperative efforts between the community colleges of Kansas and the Kansas State Teachers College. The four functions of the center were: (1) preparation of community college faculty, administrators, pupil personnel, service staff, and other support personnel; (2) provision for cooperative in-service activities for employed Kansas State Teachers College

and community college faculties, administrators, and support staff; (3) orientation and service to Kansas State Teachers College students who transfer from community colleges; and (4) general assistance in any way appropriate towards the developmental process of community colleges in Kansas.

This program was developed with the aid of Florida State University and the University of Florida, and was funded by a grant from the W.K. Kellogg Foundation. It was to begin in 1971.

The program had no courses as such, but used a modular approach in which desired competencies were enumerated, and developed on a flexible time schedule. It was also possible for a student to show that he had met a competency through evaluation by observation, and he was given credit when proficiency was demonstrated. All competencies were interrelated with internship experience so that students could take the theory learned and apply it in a practicum situation.

Although each group in the four functions of the Center (mentioned above) had its individualized program, only the teacher preparation program will be discussed here. A student who was preparing to teach in the academic program of the community college majored in the department of his discipline, with a major adviser who was a professor in that department. In order to coordinate his total program, the Center's Director (Heinrich) became the minor adviser. One or two professors in each

department would act as major advisers for all students from their department. The Center's program was offered to both undergraduate and graduate level students, including those who had received the baccalaureate degree and were seeking a Master's degree and those desiring a Specialist in Education degree.

The Community College Education Center was responsible for providing the community college practicum experience which included pre-internship orientation, the internship and additional post-internship experiences where needed. The teaching strategies and skills module included about two weeks of micro-teaching and evaluation. Other activities, such as field trips to community colleges, were required. The prospective teacher had a full semester internship on a community college campus. For the first few days he was oriented by the faculty and administration of the community college. Weekly seminars for the interns were supervised by the community college and Kansas State Teachers College. Evaluation of the internship determined whether or not there was need for further experiences or preparation in order to assure adequate competencies.

Heinrich especially stressed the modular approach, and since the plan had not been completely activated, many of his ideas were somewhat nebulous. We did not discuss the financing of the internships.

I visited the Bureau of Two-Year College Programs in the New York State Education Department in order to ascertain how much emphasis was being placed on community college teacher preparation by the universities of New York State. I was told that the State University of New York comprised all state-supported institutions of higher education except the senior colleges of the City University of New York. It included six two-year agricultural and technical colleges and thirty-seven two-year community colleges. Of the four university centers, only Buffalo seemed to be actively carrying out a community college teacher training program in higher education. All four offered the Doctor of Philosophy Degree.

The State University of New York at Albany was very oriented toward community college education. A Two-Year College Student Development Center had been established there. S.V. Martorana, Vice Chancellor for Two-Year Colleges said, "In the very broadest sense the Center serves as a vehicle for short-term workships, seminars, and conferences devoted to those who have a responsibility or interest in the two-year college student."

Arthur N. Collins, Director of the Doctor of Arts Planning Group, said that in the fall of 1971 the University expected to enroll the first students in a new graduate program leading to the Doctor of Arts Degree. In general the degree patterns would include:

1. An academic major (45 semester credits)
2. Study in one or more supporting fields (15 credits)
3. Courses or planned experiences constituting an introduction to the complexities of college teaching both generally and within the particular discipline of the student (15 credits)
4. A comprehensive examination following the coursework, but one more broadly conceived than the traditional Ph. D. examination
5. A dissertation, generally shorter than the usual Ph. D. dissertation and focused on issues within the discipline or on applications of the discipline (rather than the "original contribution to knowledge" traditionally required for the Ph. D.)
6. An internship of at least one semester as a full-time faculty member in a two-year or four-year college.

The ordinary length of the Doctor of Arts program would be four years: two years of course work beyond the baccalaureate, a year for the dissertation, and a year of internship. The degree paralleled the Ph. D. and was intended to be terminal in the same sense as the Ph. D., but the focus was upon preparing the student for a career in college teaching rather than a career in research. Requirements in languages and other research tools would be formulated in individual D.A. proposals rather than established uniformily.

Financial support for students in the new doctoral program was being sought both from the ordinary university budget and from the federal government. Fellowships of $3000 plus tuition had been requested from the university funds to support twenty to thirty students in the fall of 1971, and fifteen fellowships of three years duration under the National Defense Education Act had been requested.

This program was expected to be the preferred route to a career in undergraduate college teaching. Prior to 1970 three universities in the United States offered the D.A.; in 1970 four more offered it; and in 1970 the Carnegie Corporation granted funds to ten universities, including the State University of New York at Albany and the University of Michigan to facilitate the planning of D.A. programs.

CALIFORNIA

The Board of Governors of the California Community Colleges had recently adopted completely new regulations for credentials authorizing professional service in the community colleges. The teaching credential is based upon a Master's degree in a subject matter field, and no distinction is made between so-called "academic" and "non-academic" subject matter. No courses in professional education are required. One is authorized to teach in the subject field of his Master's degree and also in: (a) subjects in which he has completed twelve semester units of upper division and twelve semester units of graduate level courses; (b) subjects in which he establishes a major, twenty-four units of work, including twelve at the upper division level. These new regulations have somewhat altered previous programs for junior college teacher preparation.

Marion Wagstaff, Chairman of the Secondary Education Department, California State Los Angeles, discussed the new qualifications for the teaching credential in California. She agreed that a strong preparation, a major in a subject matter field should be required, but felt that the preparation of the teacher, rather than the degree itself should be considered. She suggested that Central Michigan's community college program in education might substitute the term "major" for "concentration" in a subject matter

field. She thought this might actually fill the credential requirement in California.

Robert Forbes, Coordinator of Community College Education at California State at Los Angeles, said it is difficult to obtain a position in a California community college because there are few "shortage" fields. Rarely is one employed without previous teaching experience. California State at Los Angeles offers a program which provides experiences helpful in obtaining employment in a community college teaching position. The program was developed in cooperation with the Los Angeles Community College Advisory Board, and admission is through written application and review by a selection committee.

An introductory course, The Community College, provides insights and understanding of the history, mission, and achievements of the American community college with special emphasis on the community college system of California. The course is designed to serve students who have had no previous experience in teaching at the community college level, but who plan to enter the community college field.

A single education course, Instruction in the Junior College, is prerequisite to directed teaching. The objectives and activities of this seminar relate directly to student teaching, and classroom observation is included.

Directed teaching is done under the supervision of a community college instructor. The student teacher, "associate teacher", becomes responsible for a single regular daytime class over a period of one community college semester. He also observes related classes, and becomes involved with other aspects of the community college program.

About two-thirds of those who complete this program enter some phase of community college teaching within a year or two.

Dr. Forbes is also the coordinator of an EPDA Fellowship Program in nursing which aims to assist in reducing the critical shortage of teachers and directors of community college nursing programs. Fifteen graduate fellowships in Nursing Education were offered during the school year 1970-1971, and the program will continue for at least another year. This program provides courses in nursing education, nursing, community college education, and opportunities for student teaching and other laboratory experiences under supervision of college faculty and selected community college and hospital personnel.

The selection committee is elected for each individual. It is made up of Dr. Forbes, a representative from the academic department and another representative from the secondary education department. Not all who apply are accepted; only the top few are recommended. If an associate teacher is not successful after a couple of weeks of teaching, he must drop the course. About one in thirty are removed.

These associate teachers are placed in a dozen community colleges within commuting distance of California State at Los Angeles. One of the biggest problems in the program is the "prima donna" classroom teacher who won't give the associate a chance to teach. However, a high percentage of the students teach most of the time. The State gives permission to pay cooperating teachers $20 for each associate.

It has been found that community college teachers with secondary experience are doing well. Therefore, if a student has had two years experience in high school teaching he usually does not take the directed teaching course.

Forbes indicated that the following factors seemed most important in obtaining a position: (a) personal qualifications and being able to sell them; (b) who you know, or "pull"; (c) personality; and (d) a lot of luck.

Students have found that very often they get jobs because they have done student teaching at a community college. Many are liked so well by the college that they are hired on the spot.

Daniel C. McNaughton, Professor of Secondary Education, California State College at Long Beach, teaches "The Junior College," the only community college course now being offered other than directed teaching. However, McNaughton told me that in the fall of 1971 California State at Long Beach will intorduce a new course in methods and adolescent psychology for student teaching to be taken either before or concurrently with teaching.

Frederick C. Kintzer, Associate Professor of Higher Education and Vice-Chairman of the Graduate School of Education at the University of California Los Angeles, commented on the fact that the junior college teacher education programs had previously dropped in popularity, but had built up again recently. Even though students have a subject matter Master's degree, districts are asking for course preparation in the UCLA junior college education program. UCLA has a graduate school of education primarily for graduate work in higher education, including community college education. The graduate school of education is larger than the department of higher education, so a number of professors who come into the department when needed, are from the graduate school, but not the department.

Gordon Barry, the Assistant Dean for teacher training (except for community colleges) was willing to comment on the new qualifications for the junior college credential. "Now the junior college credential only requires the Master's degree in subject matter.----- We think any complete swing of the pendulum is dangerous.---- Perhaps our only salvation is that the university can put any course it wants to into the graduate program. Most prospective community college teachers take a course, Teaching in Higher Education."

In addition to the community colleges there are a number of vocational technical schools in California. These require about 7 years of practical experience and course work for teaching.

Arthur Cohen, Professor of Junior College Curriculum, the University of California at Los Angeles, is the author of books and articles on behavioral objectives and curriculum. His course outline, College Curriculum and Instruction (36 pp) 1971, was obtained at the UCLA Student Center Book Store ($1.40). The following is a summary of an interview with Cohen.

Most students get subject matter Master's degrees and hunt jobs. The only students on the UCLA program under Cohen either already have Master's or are working toward one in a subject matter field. He teaches only one course for preparation for community college teaching, College Curriculum and Instruction. Students take the course because they feel it will help them to get a job, or because they want information about the field of teaching. There are no special methods courses taught by the subject matter departments. Practice teaching assignments are arranged in one of the community colleges in the area. Each student is given a letter of introduction, and he applies and makes his own "deal". This gives the student experience in applying for a job, and allows the student and the school a chance to make a decision about the assignment. No money is paid to the community college for student teaching. UCLA used to pay twenty dollars per student (allowed by the state), but because of paper work they dropped the fee, and nobody seems to miss it.

No check is made on the student by UCLA directly, but a dean in the college, usually the Dean of Instruction, is designated as the coordinator.

There are no more than six practice teachers in colleges at one time, and students are sometimes placed in evening classes.

New teachers in training chairs at community colleges are invited to attend a seminar held on alternate Saturdays during the fall quarter. The class may meet at UCLA or on another campus. (Community colleges are committed to maintain one or two training chairs for one year only, for people who have taken the UCLA community college program.) The seminar offers supervision and four quarter units of credit if a beginning teacher wishes to enroll. There were about twelve people on the program. This course is run through the extension service and has the following benefits:

1. It assures the profession a supply of people under supervision.
2. It supplies the teacher with the latest ideas from the UCLA Graduate School.
3. A new person is a catalyst to instruction. By using the seminar, he picks up ideas and takes them back to the community college. This gives the college access to Cohen and other professors who are interested in community college education.

The training chair appears to be similar to a full time internship. However, it would have the advantage of full time teaching on a contract, and should facilitate job placement.

Cohen is the Principal Investigator and Director for the ERIC (Educational Resources Information Center) Clearing House for Junior College Information located on the campus of the University of California Los Angeles.

I visited the ERIC offices and obtained numerous publications pertinent to my study and teaching.

At East Los Angeles Community College I talked with Edgar Newman, acting Chairman of the Journalism Department, an old friend of mine. He described the student unrest and destruction that had caused problems for the college over the past three years. In 1968 Molotov cocktails were thrown through the windows of the journalism building. It cost $28,000 to rebuild the wooden bungalow-type building, and $15,000 worth of equipment was lost. In 1969 the Science Building was destroyed and in 1970 the Ethnic Studies Building burned. There was evidence of arson at the Biology Building, but none at the Ethnic Studies Building.

Newman was sure that all three were due to student activism, but another journalism staff member told me that since there was no evidence of arson in the last fire, and it had been an extremely quiet time, he didn't think students were involved. Outsiders were probably responsible if the fire had been set.

The college is 43% Chicano, 9% black, 9% oriental and 39% white. "They make requests that are impossible and then demand all or nothing", Newman said. They try to give journalism students freedom. The paper is the students' work, and no sponsors' name is credited, even for photographs.

East Los Angeles technical students do better than average when they transfer to universities.

He said that the young doctoral staff members at the college have trouble establishing their professional status. They seem to be very defensive and lack maturity and experience.

Newman had been Director of Communication in the Los Angeles Community College District Office, but had returned to East Los Angeles College while the head of the department was on leave. He arranged for me to visit the district office and talk with Albert Caligiuri, Coordinator of School and College Relations and Richard E. Anderson, Director of Personnel Operations.

Caligiuri said that the Los Angeles community colleges maintain a uniform course numbering system. While course descriptions are not necessarily uniform, they have essentially the same content. However, a 4-year college may not approve all descriptions, or accept all courses. Any Los Angeles community college can meet with the Community College Advisory Committee to develop new curricula, but courses have to be approved by the Board of Trustees. Some industrial courses may not transfer.

The Community Colleges in California have gone under a State Board of Governors for the last two years. Individual colleges are fearful that the State Board of Governors will assume too much power. Open districts are being forced to decide which of the designated community college districts they wish to join.

An introduction to education is offered but it is nontransferable. Other education courses are being developed for teacher aid programs.

California requires a year beyond the bachelor's degree to obtain a Secondary Credential. A student may get a Master's degree. Although a subject-matter Master's is required for a Community College Teaching Credential, Caligiuri felt that educational psychology and theories of learning are really needed. He said, "The trend seems to be in the other direction (away from professional education). Community colleges seem to be ignoring the fact that teachers need to learn how to teach. Teacher education courses have become sterile, but educators have brought this new trend on themselves. It is an unfortunate situation."

Anderson, Director of Personnel Operations, explained the new hiring procedure which uses a continuous filing system. Before this new system went into effect (1970-71), applicants had to take formal written examinations, and the applicants were ranked according to their scores. A community college had to pick from the top five scores. Now all names are placed in a pool horizontally, without rank, and there is a continuous filing of applicants. Before, there were deadlines for applications and examinations.

The Personnel Division services applicants for credential requirements and district specifications. When an opening occurs in one of the eight community colleges, the president of the college selects and supervises a committee

including an administrator and one or two faculty members to evaluate the applications in the pool and select about five applications. It is their responsibility to contact these people for a campus interview. The applicants' expenses are not reembursed. The interview may include a performance evaluation in such fields as music or foreign languages, but the applicant is informed of this in advance. As a result of these interviews, two candidates' names are submitted to the president for selection. Usually the department chairmen are elected by their department and are really faculty members. The president refers the name of the selected applicant to Donald W. Click, District Superintendent and Chancellor of the Community Colleges, who, in turn, recommends the applicant to the Board of Trustees for hiring.

The district has about 2500 applications on file, about 20 for every person placed. There are few applications in geography and geology. English has more placements than any other field. The new procedure will help people from outside the state to get positions in Los Angeles Community Colleges. A survey was made to determine where their community college faculty had obtained their degrees, and it was found that they came from "all over." However, very few of the community college instructors go into college teaching directly with a Master's degree.

John A. Nelson, Assistant Dean and Director of Teacher Education, the University of California at Santa Barbara, discussed changes in the teacher training program caused by the new credential requirements. He said that Santa Barbara will continue to offer a course in directed teaching for community college teacher preparation because it helps students to get jobs, but the University of California at Berkely has dropped its community college teacher preparation program. Both Santa Barbara and Berkely give a doctorate in higher education, however this degree seems to emphasize research rather than teacher training. Now junior colleges can get, and are hiring, some Ph. D's who are research oriented. There is great resistance to hiring former high school teachers. Nelson said, "We can't predict the outcome."

The most students can get in professional training at the University of California at Santa Barbara are nine units and student teaching. The University is eliminating methods courses. Rather than moving into the teacher training field, UCSB is hiring legitimate community college teachers, released for one year from their colleges on extended assignment to UCSB, to work with prospective community college teachers.

Pat Huglin, Dean of Instruction at City College, gets the department chairmen together with those students interested in doing directed teaching in order to decide whether or not the college can take them. Most student

teachers are placed locally, but some do go to Ventura, about thirty miles away. Each department in the University has a supervisor for both secondary and junior college directed teaching. The teaching assistantship in junior college has been eliminated because of poor supervision.

Nelson arranged an interview for me with Stanley Sofas, who was cooperating with the directed teaching program at City College.

The trend now is to limit enrollment in the four year colleges and universities, and to push students into junior colleges for their first two years. Since there are no fees in the California community colleges, this procedure is much less expensive.

There is also a trend toward setting up two campuses of a community college, one transfer, the other vocational. The Peralta Community College District in Oakland has already done this. Their vocational college is strictly vocational, with no general education offered. Santa Barbara City College is pushing for two campuses, but probably will continue to have just one, since they are running out of land. Also, if vocational education is separated, its students will feel they are being labeled, "industrial", and transfer students, "intellectual". City College has a strong vocational program, mostly at night. It is more difficult to get good teachers for this program because many teachers do not under-

stand the terminal student.

On January, 1971, the Santa Barbara City College Board of Trustees was separated from the public school district. Community colleges wish to be part of higher education. City College faculty now has rank by title, but previously they were all instructors. The chancellor won't look at an applicant's papers for promotion unless his teaching evaluation by department and students is exemplary. Research is also considered.

Stanley Sofas, Chairman of the Social Science Division at Santa Barbara City College said that until this year a student would find an instructor under whom to do his directed teaching. In the fall of 1970, however, all people who wanted to teach met with a group of representatives from their subject fields. Each supervising teacher followed some ground rules, but not all divisions used the same guide lines. The UCSB had recently changed from the semester to the quarter system, but they were trying to do in a quarter what they had done before in a semester. This was ru ining the program, and it had not met with acceptance. There was to have been a summer quarter, but the state didn't finance it. For this reason, UCBerkeley voted to go back to the semester system, but UCSB remained on the quarter system. However, City College insiststhat student teachers come for the full semester. Each student teacher at SBCC works with the chairman of the department. The

student reports to the chairman before and after each class, but is left alone with the class most of the time. If a student teacher cannot handle the class he is taken off the program. Because of the tight market, there is an increasing need for special preparation for community college teachers.

The population at SBCC is quite varied. The negro students have formed a small Black Union group. The African Civilization classes will not accept any but a black teacher. There is also a fine Chicano program which is better organized, and under excellent leadership. The Chicano doesn't have the handicaps in California that the black man has. Chicanos have always been there, but their families are not education oriented. In California things are wide open for Chicanos. There are some oriental students, mostly from Hong Kong and Singapore, but very few from Hawaii or California.

The faculty has told the administration that 5000 students is all this area (45 acres) will hold. They voted against high buildings. They want a second campus in Galeta, but it is questionable as to whether or not this can be financed. The second alternative is a satelite campus which would offer just a few programs. At present the auto shop takes space in the Administration Building. The campus was originally the vocational arts branch of UCSB.

Sofas was supervising Bill Lee in the teaching of Economics I. Lee had his master's degree, had done some teaching while in graduate school,

and had taken the junior college course the first quarter. Bill checked in with Sofas before class and went over his plan for the day. I visited with him about his teaching. He said he had had trouble finding a job so had returned to the university for professional training. He said the B student at SBCC is comparable to a B or C at the University. Those at the bottom of the class met for separate study sessions. These were students that came to class, but he couldn't do anything with them there. They had trouble reading and writing. He mentioned the oriental girls in his class as examples. His solution was to try to get them into the reading center.

He invited me to visit his class, so I did. There were about thirty students present, and a visitor from the university faculty was also observing that day. Lee arranged at the beginning of the hour for students to meet that evening for a special help session. The class proceeded well, with good response and discussion.

The National Council of Teachers of Mathematics' forty-ninth meeting held in Anaheim in April, 1971, had a junior college section. I attended a series of meetings that stressed teaching the mathematics community college student's need. The speakers recognized that many teachers are out of touch with what is going on in the world, and are not teaching relevant mathematics. What kind of mathematics is being offered for policemen, nurses, plumbers?

While some speakers stressed behavioral objectives, others felt that students in the future may need work in open-ended programs. They suggested getting away from copying high school mathematics curricula; introducing and using computers; integrating algebra, geometry, statistics, probability, trigonometry, and other topics into new sequences; using techniques such as auto-tutorial, computer-assisted learning, and team teaching; and combining subjects, such as English with mathematics. Probably the greatest emphasis was placed on the use of the computer as a primary tool.

The suggested changes in methods and curricula made it evident that teachers of mathematics will need new types of specialized professional training, or retraining, in order to fit into the community colleges of the future.

NEBRASKA

James Rutledge, Assistant Dean of the Graduate College at the University of Nebraska, has an EPDA grant for training junior college English teachers. The project was set up for three years, with ten students for 1969-70, ten for 1970-71, but only 7 for 1971-72 because of reduced funds.

Rutledge said that students attend the University during the second five and one-half weeks summer session where they take the junior college course and either a minor research course, or , if they have had no teaching experience, a course in methodology.

During the fall semester they register for four courses of their choice in English. They spend at least twelve weeks during the second semester interning in Nebraska junior colleges. During their internship they must be involved in at least three English courses. They help plan, prepare, and teach courses. The interns are given freedom and responsibility for presentation, evaluation, and other activities. A seminar is held during the final week of examinations. The students are asked to submit written assessments and analyses of what they have done. Some take a degree, but this is not a degree program. The internship can apply as six hours credit in English or Education, or as

three hours credit in Education and three in English. Professors from the English and Education Departments try to visit each student teacher as liaison people, not supervisors.

Rutledge said that junior college presidents are concerned that English teaching in the junior colleges is too formal and conventional. The University plans that prospective teachers become familiar with the University of Nebraska's Project English, educational psychology, laws of learning and other basic aspects as applied in the classroom. The overall goal is to improve articulation between high school and junior college English courses.

During the first two years students were placed in seven colleges, but the last year the number of colleges was reduced to save expenses.

The grant was made to the graduate college because it seemed important to get someone neutral as director. It is difficult to get all departments to work together.

North Eastern Nebraska College at Norfolk is participating in the University's English Internship program. John N. Harms, Dean of Instruction, told me that English is the only area in which the college has interns. He said that the college pays nothing for interns' services, but that the government provides fellowships to the students. The interns teach no more than nine hours, with preferably no more than two preparations. He said they were only required to spend twelve weeks at the college, but they do stay longer. He pointed out that Platte College at Columbus, Nebraska had worked its English interns into five team teaching situations. They have no other responsibility. Harms said that a true director of the program had not been established, although James Rutledge was in charge and Udo Jansen, the authority on junior colleges at the University of Nebraska, was also involved.

A new technical school was being developed at Norfolk, and Harms hoped that the junior college could merge with it in order to avoid overlapping of facilities.

While the College was not experiencing problems of unrest, it was having difficulty with landlords who housed students. Landlords claimed that the college should be responsible for damage done by students. I was asked to return as a resource person to help with this problem. We concluded that the college could no longer take this responsibility, but that the landlords would have to assign their own restrictions, and collect fees for damages.

Harms suggested that students who finish Central Michigan's Community College Education Program might apply to him for positions, and listed possible areas of need.

The University of Michigan and Michigan State University had been very active in community college education, but emphasis had been on the training of administrators rather than teachers. They had both offered a basic course on the community college development, philosophy, etc., but had not outlined in their catalogs a specific master's degree program for training community college teachers. The University of Michigan had just received a grant to prepare vocational community college teachers, and on this program a practicum or internship was included. The new Doctor of Arts program at the University of Michigan was an attempt to make a more specialized degree in community college education a desirable goal. Breadth of preparation and interdisciplinary work replaced the depth of specialization of Ph.D. programs in academic fields. An internship in a two-year college was an important part of this D.A. program.

Western Michigan University offered a master's degree in community college education with only sixteen hours required in an academic field, and no practicum was offered. When I asked about the inadequacies of this program, I was told that the degree only showed "intent." Students were expected to continue their preparation beyond the master's.

Central Michigan's M.A. in Community College Education, which required at least a twenty-hour concentration in a subject matter field and a three-hour practicum in a community college, had apparently been unique in the State.

Summary

There is a strong movement toward emphasis on professional training for community college teachers. In many universities this training comes during a sixth year of study and may or may not lead to an intermediate degree beyond the masters. Most of these programs require a strong academic major and include a one-semester practicum or internship (6 semester hours of credit) in which the student teacher is involved in community college activities in addition to teaching two different courses.

In the past, most junior college teachers have been recruited from high school positions, but now community college experience is preferred. This gives the graduate from the community college program an advantage.

In addition to "The Community College" and "The Community College Internship," a seminar in college teaching is usually required. Other courses suggested as desirable in an advanced degree program were: methods of teaching in a community college, (this may be a general course in education, or may be offered more specifically by other departments), psychology of older adolescents and adults, and testing and evaluation. Research was not indicated at the master's level, but some more advanced programs required research or field study.

The master's degree was seen to be the minimum requirement for teaching in community colleges. Since teachers have become more plentiful, and competition keen, community colleges are beginning to look for teachers who have preparation, not only in their subject matter fields, but also in one or two related teaching fields. In addition, they want teachers who have shown a specific interest in teaching in a community college, and who have taken professional training for this purpose.

Recommendations

As a result of this study, the writer suggests that Central Michigan University School of Education augment the present community college education curriculum in order to offer a Specialist Degree in Community College Education. A one-semester internship for at least six semester hours of credit should be required of students who have not had two years of full-time junior college teaching experience. Courses in college teaching, adult education, psychology of the older adolescent, and measurement and evaluation might be added to the present professional preparation for teaching in a community college. The student should be encouraged to broaden his teaching range rather than to specialize further.

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